

# **CHAPTER I**

## **INTRODUCTION**

This chapter presents background of study, statement of problem, purpose of study, significance of the study, scope and limitation, and definition of keys terms.

### **1.1 Background of Study**

Reading is one of the important main skills in English. There are four main skills in English, those are reading, listening, writing, and speaking. Cline et.al (2006) states that reading is decoding and understanding written text. Further, Cline et.al (2006) in their second definition states that reading is a process of deriving meaning from the text.

When people reading, they have to understand what the contents is. Understanding the contents are not easy for some people. Harris (1962) defines reading is a process of building up the meaning. Means that by reading the reader have to translate the meaning of the text.

The reading ability is very important to the reader, especially to the students, to improve reading comprehension. Reading comprehension is a complex process that the teachers find to teach. Comprehension, based on Prado and Plourde (2005), is a process that involves thinking, teaching, past experiences, and knowledge. Furthermore, Prado and Plourde (2005) states that comprehension is the “interaction among word identification, prior knowledge, comprehension strategies, and

engagement”. Without all of these skills, one cannot comprehend properly and, therefore, not read properly. Jennifer (2010) stated that reading comprehension is a heart of what it means to really read by thinking and understanding and getting the meaning of the text. Harvey said that reading comprehension requires the reader to actually know and understand what they are reading. From the text, the students should be able to retell a text by their own words.

In order to be able to read and understand the English text, the students have to given many exercises to read. Many students low ability in reading because they did not have many exercises to do and the strategy given by the teachers was not effective. Students bored because the way the teacher explain the text did not interesting. It made students low ability in reading. Therefore, the teacher should help students to solve that problem by implementing new strategy. The suitable strategy would make the teaching learning teaching involvement between teacher and students and among students will be effective

Based on the preliminary study the researcher finds the Eight grade class SMP Muhammadiyah 4 Giri is the students have low ability in the reading text. Students’ mean score of pre test was 37 from 28 students. The passing grade of that school is 60. It means that the ability of the students in reading was under passing grade. Most of the students have low motivation in learning English. Students seem shy to share the ideas. Some of them ignore teacher’s explanation and chatting with others. Those problems have close connection and correlation each other.

Based on the finding above, the researcher wants to apply suitable and interesting strategy to solve the problems and increase students ability in learning English. There are many strategies can used to engage students in reading activities. This strategy was expected to motivate in comprehend in reading. Here, the researcher is interested to apply Story Grammar Strategy to solve the problem. In addition, Schmitt (1986) states that Story Grammar is a reading comprehension in improving the students' interaction to find out the important information of the story by using an organizational framework. It can be concluded that Story Grammar can develop reading comprehension of story.

Story Grammar evolved from analyses of folktales conducted by anthropologists in the early 1900s. Based on Joseph Dimino (2012) Story Grammar involves articulation of the character's problem or conflict, a description of attempts to solve the problem, and an analysis of the chain of events that lead to resolution.

Story Grammar strategy can develop students' understanding of the text by explaining the features in the text. Amer (1992) states that story Grammar is the way to describe the narrative text by using the consistent features found in the text. Furthermore, Amer (1992) said that direct instruction in story grammar helping students to learn the elements of narrative text and use this element to improve their comprehension of the story. The teachers, in order to make the students comprehend, have to use the strategy and they will ask in guide reading and discussion. By asking the questions related to the text leads to improve student comprehension of the story.

Story grammar also is also same as narrative structure, story schema, or story elements. It has been defined by Stein and Glenn (1979) as consisting of two major components, those are setting and episode. Setting refers to the character and the context of the story.

The procedure in Story grammar will solve the problem find in the reading class. Direct instruction in Story Grammar involves helping students to learn to recognize the elements of narrative text and use that elements to improve their comprehension of the story (Amer; 1992). A strategy used by the teacher may use involves defining the story and developing comprehension questions that will ask in guiding questions and discussion.

Based on description above, the researcher will implement Story Grammar strategy because it supports students to improve students reading ability at Eight grade of SMP Muhammadiyah 4 Giri.

## **1.2 Statement of Problem**

Based on the background of the study above, the research question stated as follows: How does Story Grammar strategy improve reading comprehension skill for Eighth grade students at SMP Muhammadiyah 4 Giri?

## **1.3 Objective of the Study**

The purpose of this study is to improve reading skill through Story Grammar Strategy at the Eight grade of SMP Muhammadiyah 4 Giri.

### **1.4 Significance of the Study**

The researcher hopes that this study can give some contributions to the teaching of English especially for reading narrative text. The researcher also expects that this research will provide theoretical and practical benefits:

#### **1. Theoretical significance:**

This research is a contribution in reading learning process, by giving the information about the effect of students' reading narrative text.

#### **2. Practical significance:**

*a. For the teachers*, with Story Grammar, the teachers will be able to teach English reading skill to the students more effectively and interesting. Teachers can help students to understand the text though guiding question session in Story Grammar that it will easy applied by the teacher than explain the text.

*b. For the students*, by using Story Grammar, all students will be cheerful and motivated to learn English especially reading skill, and it will enhance their ability in reading mastery to support their four basic English skills.

*c. For other researchers*, this research can be used as a reference for other researchers who are interested in conducting the similar focus of research.

### **1.5 Scope and Limitation of the Study**

Scope of this study is focus on improving students' reading comprehension by using story grammar instruction. While using story grammar instruction, the researcher uses some guiding questions to make the students comprehend the text. In

every meeting, there is guiding questions in different topic. The topic is about fable, fairy tale, and legend of narrative text. The researcher gives the text and asks to the students to read it. Students will work individually, in pair, and in a group.

The limitation of this study is only in teaching reading and focuses on narrative text to improve students' reading comprehension for second semester of eight grade students in SMP Muhammadiyah 4 Giri. The topics of narrative text that researcher used in this research are fable, fairy tale, and legend.

### **1.6 Definition of the Key Terms**

Some key terms need to be defined in the order to avoid the misunderstanding and ambiguity in understanding the study. They are as follows:

1. Reading Comprehension is a process of a reading in which the reader have to know, understand, and identify the information and translate the information using their own words.
2. Narrative Text means a story in the past that concern on orientation, climax, and resolution, in order to entertain or amuse the reader.
3. Story Grammar is the way to describe narrative text use guiding question that related for the features which is found in the text. The stages of Story Grammar strategy are: 1) Teacher introduce students the concept of Story Grammar (setting, characters, problem, action, resolution and theme). 2) Discussing the text, teacher gives the text to the students and asks the students to discuss the text. 3). Guiding question session. Teacher guide students' comprehension by giving questions and

discuss the structure of the story. 4) Retell the story. Finally, students try to retell the story with their own words based on the concept of Story Grammar.